

Foreword

On behalf of the Association of Mathematics Teacher Educators (AMTE), I am pleased to introduce this important resource. The seventh monograph of AMTE, *Mathematics Teaching: Putting Research into Practice at All Levels*, edited by Johnny W. Lott (University of Mississippi) and Jennifer Luebeck (Montana State University), highlights examples of important scholarship of and for the mathematics teacher education community.

This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources and detailed accounts of work to improve teacher preparation. Chapters in this monograph take up a variety of issues such as using online social networking in the preparation of teachers, examining the impact of textbook-specific professional development, and offering a mathematics-specific reading in the content area course.

AMTE is pleased to support the dissemination of knowledge important to the field. While the monograph series has served as an important vehicle, we realize that what is needed is a more frequent and accessible outlet for the knowledge accumulated by the field. AMTE is responding to this need by initiating a practitioner-based scholarly journal focused on mathematics teacher education. The journal will contribute to building a professional knowledge base in mathematics teacher education that stems from practitioner knowledge. The new journal will be jointly published by AMTE and the National Council of Teachers of Mathematics (NCTM) and the first issue is scheduled for release in 2012.

AMTE is also partnering with the editors of the *Journal of Mathematics Teacher Education* (JMTE) to publish a special issue of the journal focusing on equity issues in the mathematics education of teachers. The special issue is edited by Marilyn Strutchens and due out this year. This issue is especially important given the growing numbers of diverse learners in mathematics classrooms, and the need to understand how to prepare mathematics teachers that can effectively eradicate the achievement gap and diminish other related disparities in mathematics education.

As noted, AMTE dissemination efforts are expanding, due in large part to the consistently high quality of the AMTE monograph series. This present installment is no exception and further solidifies both the need for and the quality of current work by the mathematics teacher education community. With the launch of the new AMTE journal, the monograph series will become an “occasional” rather than annual publication. That is, as particular issues warrant, monographs will be commissioned to address and/or report to the community. In this way, AMTE can continue to disseminate important information and findings through multiple venues.

On behalf of AMTE, I thank those involved in the development of this seventh AMTE monograph including:

Co-Editors:

Johnny W. Lott, *University of Mississippi*

Jennifer Luebeck, *Montana State University*

Editorial Panel:

Jane Keiser, *Miami University of Ohio*

Carol Malloy, *University of North Carolina*

Eric Milou, *Rowan University*

Melfried Olson, *University of Hawaii*

Laura Spielman, *Radford University*
Sheri Stockero, *Michigan Technological University*
Amy Hillen, *Kennesaw State University*
Dorothy White, *University of Georgia*
Trena Wilkerson, *Baylor University*

AMTE Monograph Series Editor

Marilyn E. Strutchens, Auburn University

As a final note, on behalf of the AMTE Board I'd like to extend a special thanks to Marilyn Strutchens, Monograph Series Editor, for the two most recent monographs as well as the special issue of JMTE. With these publications, Marilyn is completing her responsibilities as Series Editor — just in time to prepare to take on another leadership role in January 2011 as President of AMTE. Marilyn's steady leadership with regard to these publications has contributed to the quality and timeliness of the work. It is these qualities that will also serve the organization well as she assumes her new role.

Barbara J. Reys
AMTE President 2009–2011